



2018

ANNUAL SCHOOL REPORT

SERVICE. LEADERSHIP. JUSTICE

Together in Christ



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St John's Primary School, LAMBTON

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About the Annual School Report

St John's Primary School is registered by NESAs as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2017 and gives information about 2018 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008. The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

It is with pleasure that I write the 2018 Annual School Report on behalf of the community of St John's Lambton.

St John's is a single stream school with children from Kindergarten to Year 6. The school was established in 1883 by the Sisters of Mercy. St John's works in partnership with families to provide a quality education, supporting wellbeing, engaging students in purposeful learning; monitoring, sharing and celebrating learning; and connecting students with others to learn within and beyond the classroom.

St John's Vision, "In the tradition of Mercy, Inspiring Minds, Growing in Christ," reflects the past, present and future direction of a school that is committed to learning, working and praying together. St John's is a community that welcomes and reaches out, striving to bring the Mercy message of welcome, courage, inclusion, compassion and justice into the lives of all. As a Catholic school, the teachings and doctrines of the Catholic tradition are central to our actions and interactions.

St John's strives to meet the needs of the children, providing a rigorous academic curriculum as well as a quality Religious Education program. St John's 2018 School Improvement Plan encompassed a clear and systematic approach to raising student levels of achievement, building teacher capacity, further strengthening the staff collaborative learning community and improving outcomes for every student. St John's is committed to ensuring quality literacy and numeracy teaching and encourages all students to strive for excellence. St John's is well resourced, with the provision and access to a wide variety of technologies and excellent learning environments, for both staff and students.

Students participate in all aspects of school life, being active in learning and development programs, sport activities, leadership programs, wellbeing initiatives, parish worship and the buddy program, as well as incursions and excursions. St John's school continues to support social justice initiatives, both locally and in the broader global community.

St John's encourages both individual and team participation in sporting, cultural and academic activities. We are extremely proud of the achievements of our students and the way all stakeholders respond to the call to build a strong community of learning and support.

St John's is a school which focuses on faith, community, innovation and excellence.

I commend this report to you.

Annie Duggan

Parent Body

The St John's School acknowledges the experience parents and care-givers can provide in the classrooms and is most welcoming of their participation in activities such as reading groups, mathematics groups, library support etc Teachers are very appreciative of any assistance provided.

Social occasions, such as Catholic Schools Week, Open Days or Sporting Carnivals, are well supported due to the openness and encouragement provided by the school, as well as the desire of the parents and care-givers to be involved with the school.

We, the P&F Association, are involved and consulted on events and happenings in the school. We support the school through fundraising events with our biggest success in 2018 coming from the, 'School Run with Amazing Colours,' held in September.

We collectively strive to develop through the school, a real community of parents, carers, teachers and students, which reflects a truly Christian ethos.

St John's P&F President

Student Body

Leadership is an opportunity for personal growth and development. As school leaders, we understand that

we can impact the culture and values of the school. St John's school community expects the whole of Year 6 to work cooperatively and to support the school, taking on and sharing the many responsibilities that are a part of the role of a school leader. These include leading school liturgies, awards & birthday celebrations each Monday, greeting visitors to events, assisting at special celebrations and welcoming Kindergarten students and their families to the school.

As the student representatives of St John's Lambton in 2018, we have also been involved in significant local events including the ANZAC and Remembrance Day ceremonies with Lambton RSL, Lambton village 100 year celebration, leadership days and organising our school Harmony Day games. These are just some of the things we do as leaders at St John's. We organised fundraising activities such as fun days and out of uniform days to support the Mini Vinnie's initiatives, Catholic Missions, MercyWorks and Caritas. We have enjoyed sharing ideas with the staff team. It has been a very rewarding experience and we appreciate all that we have learnt and experienced this year.

St John's School Leaders 2018

SCHOOL FEATURES

History of the school

St John's Primary School is a single stream school with children from Kindergarten to Year 6. The school was established in 1883 by the Sisters of Mercy. This Mercy tradition underpins the school Vision and the values of compassion, justice, respect, courage, hospitality and service are intrinsic to St John's policies and practices. The front gate from the original school building has been preserved and hangs on the wall of the current school library.

Upgrades to the school buildings over the past decade have resulted in the provision of modern classrooms and facilities including quality and safe play areas. A generous school library and St John's Hall complement the classroom areas and provide further teaching and learning spaces. The development of a Creative Play area within the school confines has further provided students with opportunities to learn with and through each other in a variety of play based environments. The "Cool & Friendly" space was also developed so children have a quiet and relaxed space to sit, play and chat when they require it.

The school is part of the parish of Holy Trinity, Blackbutt North.

Location/Drawing Area

St John's is a co-educational K-6 systemic primary school in the Diocese of Maitland-Newcastle. St John's is located in Dickson St Lambton, across the road from St John's Catholic Church. Within walking distance is historic Lambton Village, encompassing the Elder Street shops and 12 hectares of parkland, recreational equipment, tennis courts, sports fields, Lambton Library and Olympic Swimming Centre with diving & play pools. Students readily access these facilities as well as Jesmond Park, as both are a short stroll from the school.

St John's draws from the surrounding suburbs of Lambton, North Lambton, Lambton Gardens, Silver Ridge, Jesmond and Elernmore Vale. Families who travel from outer suburbs also choose St John's as it is ideally located on a thoroughfare to Newcastle Central Business District and mid way between the University of Newcastle and John Hunter Hospital.

Catholic Identity and Mission

Catholic Imagination and Spirituality

St John's demonstrates a deep commitment to Catholic beliefs and traditions, visible in words, actions and in a dedication to living the gospel values and promoting social justice. We recognise the importance of growing the faith of our children, the staff and the community. St. John's embraces the school motto to 'Love One Another' (John: 13:34) and strives to demonstrate a commitment to this in all areas of school life. We acknowledge our Catholic identity and the Mercy tradition on which St John's school was founded, and work to embed the pillars of Mercy - Compassion, Justice, Respect, Hospitality, Service and Courage - in our everyday actions. We celebrate these aspects of our identity in a variety of ways - in daily prayer; Religious Education lessons; at whole school liturgies and assemblies; and at stage masses.

A whole school focus on faith formation provides opportunities for staff and students in the area of spiritual formation. We acknowledge and celebrate the Awabakal people at all assemblies and liturgies, as the traditional owners of the land on which the school is built. We are united in our pursuit of living gospel values and of promoting Social Justice.

Family, Parish and Diocesan evangelising and catechesis

St John's has strong connections to Holy Trinity Parish Blackbutt North, with stakeholders encouraged to actively participate in aspects of parish life. Parish links are fostered by the active membership and involvement in the Parish Council, the Parish Sacramental Team and attendance at parish weekday mass, and school/parish Sunday mass.

Staff and parents are invited to regularly participate in the life of the parish and all liturgical celebrations, which are promoted via the school's newsletter and website. Orientation programs include a parish Meet and Greet at mass and various celebratory opportunities.

The Religious Education Coordinator is an active member of the Parish Sacramental Team, where parents are recognised as primary educators of their children. The staff of St John's support the parents and children in their preparations for the sacraments, including teaching Confirmation, Eucharist and Reconciliation units of work simultaneously with Parish preparation. Students also participate in activities and learning experiences focusing on the Mercy tradition and honouring the work of Venerable Catherine McAuley.

Christian Discipleship

Over the course of 2018, St John's students and staff were offered a range of opportunities for ongoing spiritual and faith development. The school is focused on developing a positive ethos, including the prioritising of spirituality in classrooms and across the school community. Staff demonstrate a shared sense of responsibility for the Catholic life of St John's school. This identity is visible, with staff actively organising, facilitating and participating in prayer, liturgy, retreats and social justice initiatives. Each term each class prepared and presented a Monday morning liturgy based on class work or special feast days. Great value is placed on beginning each week with reflection, liturgy and music, with parent and community attendance at liturgies testament to this. Students in Years 5 & 6 participated in a leadership day as well as a Stage 3 Retreat.

In Term 3, the staff of St John's participated in a one day spirituality professional learning workshop focusing on the revelations of the gospels and its relevance in our lives, our school and our classrooms.

Staff in leadership positions attended retreats and Religious Education professional development programs.

Religious Education and Curriculum

As the primary sources of RE curriculum, the Diocesan K-12 Syllabus & Resource Units are used by all class teachers. High priority is given to the teaching of Religious Education with regard to curriculum, time and focus. Varied resources are sourced & used by the teaching staff, including a wide variety of digital & visual technologies. Creativity in the teaching & learning of Religious Education is demonstrated in liturgies and classroom activities.

The staff of St John's hold accreditation to Work, Teach or Lead, understanding the requirement to update skills and complete the required hours of professional development. Opportunities were provided for staff to fulfil the PD requirement and participate in parish faith development programs. Teachers attended professional learning on teaching units and a workshop focusing on the Gospels. Students were offered opportunities to participate in meditation in class and during school lunch breaks.

During 2018, Year 6 students participated in the Diocesan Religious Literacy Assessment with students scoring above the diocesan average in all areas. Evidence of the Catholic dimension of the curriculum is embedded in class programs.

Initiatives Promoting Respect and Responsibility

The promotion of respect and responsibility is integral to St John's school philosophy and core purpose. As a community we maintain an expectation of 'respect for all' & promote the growth of shared responsibility through a number of school initiatives. St John's utilises the 'KidsMatter' framework with a 2018 focus on implementing the 'Bounce Back' program. Explicit, sequential lessons fostering the values of fairness, cooperation, caring, understanding and tolerance, supported the social and emotional growth and education of students.

The school is a community where compassion, respect and acceptance create a sense of welcome, inclusivity and belonging. A culture of positive relationships for all stakeholders is modelled, while care and concern is fostered. This was evidenced in the results of the school external review survey data.

Cultural acceptance & understanding were fostered through various teaching & learning opportunities. Social Justice initiatives included Mini Vinnie's, Caritas & Catholic Mission.

Student Profile

The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
42	7	4

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolling at a Catholic School

Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
K	21
Year 1	29
Year 2	29
Year 3	27
Year 4	23
Year 5	23
Year 6	32
Total	184

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
96	94	94	96	94	94	94	94

Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

Pastoral Care and Wellbeing

Student Welfare Policy

St John's Lambton endeavours to provide for students, parents, staff and community members the experience of high quality, interpersonal relationships of care and support. All stakeholders are required to stand by the school motto to 'Love One Another'. Student Welfare and the building of positive relationships is a responsibility entrusted to all members of the faith community and is an expression of the school's commitment to justice. The staff believe that the school community should foster a caring, safe and positive school environment where all members have certain rights and responsibilities. These values are integrated into the Personal Development and Health strand of the PDH&PE program and classroom and playground activities, to support students as they develop resilience and emotional and social intelligences.

Values of respect and trust, where all feel valued and welcome are supported by the school Pastoral Care & Student Management Policy, and through the implementation of Making Jesus Real, Bounce Back and Kids Matter. St John's core Pastoral Care & Student Management Policy did not change during 2018.

A full copy of the current policy is available at the school office.

Discipline Policy

The Discipline Policy, along with the Anti-Bullying Policy, is an integral part of the welfare plan of the school. The policy is reviewed in consultation with parents and teachers and is closely linked to the Pastoral Care and Student Management Policy. Procedural fairness is at the foundation of all practices used in the school. This focus is communicated to parents regularly in the school newsletter and at weekly assemblies. No further changes to the policy were made. The policy includes St John's Bullying Assessment & Action Flow Chart, St John's Welfare Response Chart as well as definitions, indicators & response options. The school Pastoral Care Worker is involved with the implementation of this policy.

A full copy of the discipline policy is available from the school

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St John's Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

School Improvement

School Improvement Plan

The 2018 SIP encompassed a clear and systematic approach to raising student levels of achievement, building teacher capacity, strengthening the collaborative learning community and improving outcomes for every student.

St John’s Learning Agenda for 2018 explicitly targeted:

- School-wide improvement focusing on Mathematics & Early Literacy;
- Strengthening the collaborative learning community and working together to improve practice through an analysis and discussion of achievement data;
- Enhancing student learning with a focus on specific learning targets and gifted learners;
- Catholic Identity & Faith Formation.

The staff of St John’s worked systematically to prepare our School Improvement Plan for 2018 This involved an evaluation of the 2017 targets; the collection and analysing of student achievement data; an evidence based approach to determining specific areas of student need; and the setting of school achievement goals and targets.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
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School-wide (K-6) improvement, focusing on aspects of Mathematics and Literacy:

- NAPLAN and other data analysed to identify SMART school targets for student achievement in areas of numeracy & literacy.
- Staff participated in quality professional development using a Structured Literacy - Expert Teaching approach, developing a school based scope and sequence.
- PD assisted to further build capacity of staff to implement evidence-based programs targeted to meet student needs in areas of literacy.
- Students who experience difficulties provided with teaching and learning adjustments and additional support through the development of Personal Plan's, targeted literacy programs, levelled group work & additional support staff.
- Staff professional development responsive to identified needs of the school.
- Opportunities & resources provided for staff to set professional goals.

Evidence-based approaches to lift the performance of all students focusing on Literacy & Numeracy.

- Develop & implement a school Agreed Practice in the teaching of Literacy.
- Teachers meet for in-depth discussion of achievement data and of strategies for continuous improvement in literacy and numeracy.
- Implement quality literacy instruction focusing on maximising strengths, accommodating weaknesses and leveraging abilities/interests.
- Staff closely track the progress of individual students, continually adjusting teaching in response to student progress.
- Staff assisted to make relevant and timely adjustments to their pedagogical practice to engage, challenge and provide for depth of learning for all learners.
- Targeted and appropriately strategic distribution of resources support an inclusive and rich learning environment for all learners across the school.
- School leaders work with staff teams to review achievement data & improvement plans.
- Develop a whole school plan of implementation of the Early Learning policy including data, play, environments and transition.

Strengthening the collaborative learning community, working together to improve practice:

- Professionally develop staff to understand and apply the current research on how students learn language.
- Implement a “Structured Literacy - Expert Teachers” multisensory approach to teaching early literacy from Kindergarten to Year 2.
- Systematically collect data for planning, decision-making, problem solving and accountability at the classroom & school level.
- Develop policies, procedures and systems for the generation, collection, storage and retrieval of data.
- Teachers meet regularly for in-depth discussion of achievement data and of strategies for continuous improvement in literacy and numeracy.
- Embed team structures to facilitate a deep analysis of NAPLAN, PAT and other assessment data to improve student learning in literacy and numeracy.

A school team that is focused on effectiveness, performance & improvement.

- A culture of teacher reflection, action, collaboration and teamwork is promoted.
- Staff work collaboratively to create learning environments which are characterised by a shared vision and high expectations.
- Staff continue to engage with NAPLAN data to determine areas of focus.
- Evidence-based approaches to lift the performance of all students.
- Identifying and addressing the learning needs of gifted students.
- A whole school approach to the needs of early learners.
- Participate in targeted professional learning opportunities informed by research and best practices and which supports school improvement goals and targets.
- Staff investigate the Literacy and Numeracy Progressions.
- School leaders work with staff teams to review achievement data & improvement plans.
- Develop school programs/practices in line with COSI requirements.

<p>Identifying and addressing the learning needs of individual students with a focus on specific learning targets and gifted learners.:</p> <ul style="list-style-type: none"> ■ Staff Identify and respond effectively to the diverse needs of learners, including gifted students & develop professional capacity in this area. ■ Staff closely track the progress of individual students, continually adjusting teaching in response to student progress. ■ Student profiles are developed for higher achieving students. ■ K-2 staff participate a personalised approach to literacy instruction focusing on maximising strengths, accommodating weaknesses and leveraging abilities /interests. ■ Staff make relevant and timely adjustments to pedagogical practice to engage, challenge and provide for depth of learning for all learners. ■ The school promotes a culture of teacher reflection, action, collaboration and teamwork that results in early intervention to support students. ■ Targeted and appropriately strategic distribution of resources support an inclusive and rich learning environment for all learners across the school. 	<p>A whole school approach to wellbeing.</p> <ul style="list-style-type: none"> ■ Establish A St John's Wellbeing team. ■ St John’s Wellbeing Team develop a whole school Wellbeing Scope & Sequence incorporating: aspects of: Social Emotional Learning; Bounce Back (resilience); Making Jesus Real; & BeYou initiatives. ■ Implement Wellbeing Scope & Sequence K-6. ■ Establish whole school “Wellbeing Week” each term involving specific wellbeing and mindfulness activities. ■ Provide staff with professional development opportunities and staff wellbeing options.
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Academic Achievements

St John’s promotes high expectations, with all students participating in a broad range of assessments and development activities across key learning areas.

Throughout 2018 a significant number of students from St John’s participated in a range of school, regional, diocesan, state and national academic pursuits. Consistent results were gained in various diocesan & state English, Mathematics, Science and Religious Education activities. NAPLAN results in Literacy, Numeracy and Writing for Years 3 and 5 indicated consistent academic achievement with substantial gains across writing and language domains. Year 6 students achieved positive results in the Religious Literacy Test, administered in schools across NSW.

Students were given opportunities and participated in a variety of enrichment activities both in and out of school across several KLA’s. Students with special needs were supported, both in classrooms and on the playground, and provided with opportunities to develop their potential. Programs such as Lexia, MiniLit, Rapid Reader and Reading Plus supported students in literacy. The school extended the Gifted Education diocesan pilot, with the part-time appointment of a Gifted Education Mentor, the continuation of the school Gifted Committee, the development and staff involvement in extensive PL. Students were identified through targeted assessments, teacher checklists and referrals. Teaching staff worked to tier

lessons, meeting the needs of all students.

Students in Years 3-6 who were identified as gifted in Mathematics participated in an 'Enrichment Hub' focusing on higher order problem solving strategies including Maths Olympiad. Each lunchtime "Games Centre" provided opportunities for students to develop social skills in a friendly environment, as well as offering another option for those who were less engaged in physical, competitive playground games. Gifted students accessed the diocesan Virtual Academy across the course of 2018. The Virtual Academy enabled students to complete higher order, deep learning on topics of choice.

The school's dual technology base and ICT teaching programs were further developed in 2018 with the 1:1 laptop program continuing in Year 5 & 6 classrooms. Students from Kindergarten to Year 4 used iPads for creative and targeted activities. All classroom teachers use interactive whiteboards and access professional learning in this area. The Learning Hub has an extensive computer bank which students access regularly. Upgrading the desktops to laptops provided better options for student collaboration & access to ICT. Many teaching & learning programs at St John's are delivered using computer technology included a 10 week targeted coding program.

Students from St John's had significant achievements in many areas including: debating, public speaking, writing competitions & the local RSL's ANZAC Essay competition. Year 5 & 6 students participated in the Newcastle University Science & Engineering Challenges.

Cultural achievements

In 2018, St John's participated in many cultural and community events. Stage 3 students attended Leadership workshops aimed at promoting positive role models, educating students about leadership and excellence, and inspiring and empowering students to make a positive contribution to the school. School leaders also attended several community events including representing St John's at ANZAC Day ceremonies, system program launches and other events. Years 5 & 6 students participated in the RSL ANZAC essay competition with several students' work being selected for commendation. The school leaders attended the Diocesan Mission Mass and students took part in Clean-Up Australia Day activities. Several students took part in ASPIRE - the diocesan initiative focusing on the creative arts and the primary classes attended both ASPIRE & Diosounds. All students were involved in the "Time Machine" School Musical performance during Term 3. Stage 3 students attended a 3 day cultural visit to Canberra, visiting a number of government, cultural and sport venues.

Sporting achievements

St John's netball and soccer teams participated in the Macquarie Cup and Charlestown Netball competitions across Terms 2 & 3. Several teams made it to finals with all the students displaying well developed skills and outstanding sportsmanship. St John's continued a fine tradition, participating in a number of sporting events including the Netball Gala Day at Newcastle, Backyard League football clinics, Milo Cricket games, Regional Soccer Galas, School Swimming and Athletics Carnivals, Cross Country and Harmony Day games. Student competed at school, regional and diocesan levels across a number of sports. A number of children tried out for regional sports teams in soccer, touch football, rugby league, basketball, hockey, rugby union, and tennis with several progressing to diocesan and Polding levels. Children in Years K - 6 participated in a gymnastics program. Stage 3 students completed the Surf Awareness program at Stockton Beach and students in Years 2, 3 & 4 participated in an Intensive Swimming program in Term 4.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	92.30%	75.70%	0.00%	0.00%
	Writing	96.20%	71.70%	0.00%	0.00%
	Spelling	96.20%	69.60%	3.80%	12.50%
	Grammar	96.20%	73.10%	0.00%	0.00%
	Numeracy	96.20%	66.80%	0.00%	0.00%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	69.60%	65.50%	17.40%	12.80%
	Writing	60.90%	43.70%	0.00%	0.00%
	Spelling	73.90%	63.90%	0.00%	0.00%
	Grammar	78.30%	64.40%	13.00%	14.30%
	Numeracy	69.60%	57.50%	0.00%	0.00%

Staffing Profile

Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	15
II. Teachers at Highly Accomplished/Lead	0

All the staff Of St John's are appropriately qualified. Several hold Masters degrees & some are currently completing further study. The teaching staff of St John's Lambton are committed to further professional development & are process NESA accredited.

All non teaching staff hold the appropriate certificates with some being overqualified for the position they currently hold.

Workforce Composition

Number of Staff	
Total teaching staff	15
Total non-teaching staff	5
Grand total	20
Percentage of teachers who are indigenous	0

Teacher Attendance

97%

Teacher Retention

100% of the teaching staff of St John's retained in 2018.

Professional Learning Undertaken

Targeted professional learning built staff capacity to support the school's priority areas and school improvement goals. Professional learning in 2018 included:

- Introduction session: "Making the Teacher the Expert: Understanding Explicit, Structured Literacy" - all staff .
- Making the Teacher the Expert: Understanding Explicit, Structured Literacy – 4 x days staff PD – Learning Lab - best practice in the teaching of reading and spelling.
- Visual Learning PD – Foundations & Maximising Impact – ACEL- 2 X days attended by teaching staff. Key messages from research that identify the importance of ensuring focus of time, energy and resources on the areas that have been identified as having a considerable impact on student learning.

- Little Learners Love Literacy PD – attended by K-2 staff – focusing on how students learn language (i.e. decoding and encoding) and the implications for teaching.
- Fuller understanding and implementation of the Mathematics curriculum with staff attending workshops, targeted sessions and whole day PL. Staff worked to prepare & implement a consistent scope & sequence through programming and teaching practices.
- Teaching staff worked on aspects of English teaching and learning, revisiting K-2 Scope & Sequence, assessment & programming throughout 2018 as well as workshops unpacking NAPLAN results.
- The Professional Learning Community framework was further implemented with all staff involved in collaborative teams, working together to further professional learning & teaching pedagogies.
- Staff attended PL on the explicit, systematic & differentiated teaching of MiniLit & Corrective Reading programs.
- A number of staff members attended the CSO hosted days on Developing Strategic & School Improvement Plans, SMART goals, Gifted Education, WH&S, Leadership, Governance & working with students with needs.
- Staff completed Staff Professional Inductions, training in the area of Child Protection, CPR, Asthma, Diabetes, Anaphylaxis & Governance training.

Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and staff.

Parent Satisfaction

Parents acknowledge the school is friendly, supportive and community orientated. Attendance at liturgies, masses and numerous other school events during 2018 indicated a high level of support from parents and grandparents. Liturgies, Mother's Day and Father's Day continue to be highly valued, well patronised and form a strong link between home and school community. Parents welcome the opportunity to be involved in the daily life of the school. This is evident in the number of parents who volunteer in classrooms, canteen, excursions, extra curricula activities and sporting events.

Expressions of satisfaction from members of the school community were gathered in the School External Review including regular correspondence with stakeholders and visitors who find St John's to "have a really welcoming and positive approach to learning". Other comments include "the school has a great community feel in which everyone & their contributions are valued" and "St John's grows great kids". Several parents commented that they chose St John's because of the excellent education offered in a community of care.

Student Satisfaction

The students of St John's love their school. In surveys for staff, students expressed a high level of satisfaction with the quality education and the opportunities provided by the school. The students appreciated daily one to one access to iPads & laptops and enjoyed the many and varied opportunities for enrichment and extension.

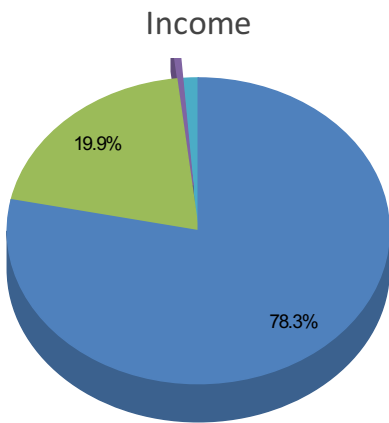
The students at St John's felt safe at school and worked to grow positive relationships with each other. They understand the school motto to "Love One Another" and accept responsibility for their words and actions.

The students valued the multicultural nature of the school population and found school events and celebrations both valuable and fun. The catholicity of St John's school is acknowledged by the students. They demonstrated their commitment to social justice through fundraising and sponsorship of St Vincent de Paul initiatives and community charities.

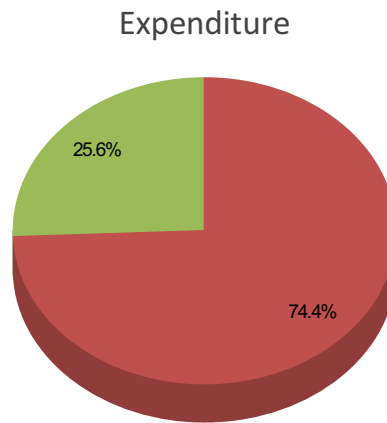
Staff Satisfaction

The staff of St John's express satisfaction with the leadership, expectations, support and current direction of the school. The staff team works together to improve outcomes and provide for the learning and growth of all the students at the school. This was clearly expressed in the External School Review. "We feel that our happiness matters and we value the importance of growing our skills and pedagogy through professional and personal development." Staff are encouraged to share their skills and abilities & are committed to the welfare, growth and development of all students.

Staff have welcomed the opportunity to develop their teaching pedagogy, demonstrating a strong work ethic, enthusiasm and commitment to the educational, spiritual, emotional & social growth of every child attending St John's. They value the collegiality, friendship and professionalism of their work environment. Staff pray together each week and support each other in a pastoral, inclusive manner. The Catholic ethos of St John's Lambton promotes a culture of belonging, nurture and care. This is visible in the way in which the teachers prepare for the weekly school liturgies.



- Commonwealth Recurrent Grants (78.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.9%)
- Fees and Private Income (0.6%)
- Other Capital Income (1.2%)



- Capital Expenditure (0%)
- Salaries and Related Expenses (74.4%)
- Non-Salary Expenses (25.6%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,953,056
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$497,880
Fees and Private Income ⁴	\$14,460
Other Capital Income ⁵	\$30,522
Total Income	\$2,510,407

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$213
Salaries and Related Expenses ⁷	\$1,815,449
Non-Salary Expenses ⁸	\$625,435
Total Expenditure	\$2,440,884

For the 2018 year the St John's Primary School received \$14,489 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESA, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

St John's Primary School

LAMBTON

Phone: 4952 1423

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>